**K-5 Math Lesson Plan**

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| **Teacher: Smith** | | | **Grade: Kindergarten** | | | | **Date(s)**: August 28, 2012 | |
| **Unit Title:**  **Unit 1 Count Numbers 0-30** | | | | | **Corresponding Unit Task: (Teach Prior to Task 1)**  **Students should be able to rote count to 25** | | | |
| **Essential Question(s):**  **What does a number represent?** | | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | | |
| **Teacher:**  **-Number cards or die cut numbers**  **-dry erase marker/board**  **-Anchor chart**  **-(Poem) Show me 5 Fingers** [**http://www.k5mathteachingresources.com/support-files/showme5fingers.pdf**](http://www.k5mathteachingresources.com/support-files/showme5fingers.pdf)  -Numeral Handwriting Sheets 1-5) <http://www.k-5mathteachingresources.com/support-files/handwritingsheets1-10.pdf> | | **Student:**  **-dry erase boards/markers**  **-paper**  **-pencil**  **-counting bears**  **-Crayons**  **-Math journals**  **-Recording sheet to trace of 0-10 grid** | | | | **Count**  **Quantity** | | |
| **Learning Experience** | | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **KCC2 Count forward beginning from a given number within the known sequence** (instead of having to begin at 1). | | | | | | | |
| **I Can Statement(s):**  **I can count to numbers 0-10.**  **I can recognize numbers 0-10.**  **I can write/trace numbers 0-10.**  **I can count to 10 beginning at any number.** | | | | | | | |
| **Activating Strategy/Hook:(How will students become cognitively engaged and focused?)**  **The teacher will begin the lesson by asking students if they remember the expression “high-five” from yesterday. Ask a student why it was called a “high 5”. How do you know? (it uses five fingers) Ask a student to come up and give you “double 5s” using both hands. How many fingers did we use this time? Have students turn to their shoulder buddy and give “double 5s” using both hands or 10 fingers.** | | | | | | | |
| **Teacher Directed:**  **The teachers will create an anchor chart using (pictures to represent each number). Model counting to 10 referencing the chart. Then demonstrate how to count 10 bears using 1 to 1 correspondence. Write numbers 1-10 on the board for students to see in number line form. Show how to count while pointing to these numbers in order on the board. Tell students you can count to 10 beginning at 5. Model how to point to the number 5 on the board and count to 10 while pointing to the numbers in the correct order to 10. Tell students you just counted on from 5 because you did not have to start with 1. Repeat beginning at 3 and 7. Play a number writing song to put words with how to write and form each number. Model how to sing the song while following the words that tell how to write each number.** | | | | | | | |
| **Guided Practice:**  **Teacher will call up a few students to the front one at a time and assist with counting various sets from 0-10. Have students choose manipulatives such as bears. Choose a student to demonstrate how to count out 6 unifix cubes. Then have that student choose the correct number card to represent 6 with a numeral. Repeat this activity with several students. Remind students that we are representing a number with a quantity of objects as well as by the numeral. Play the number writing song again for them to practice writing on their own dry erase boards.** | | | | | | | |
| **Independent Practice:**  **Have students take a piece of paper and trace both hands. They will start on the left and write one number on each finger to show the correct order for counting from 1-10.** | | | | | | | |
| **Closing/Summarizing Strategy:**  **Call out a number from 0-10. Have students show that number using their fingers with one hand and point to the correct number on their traced hands. Repeat activity with all numbers 0-10. Tell students they can now count show a quantity with numbers 1-10.** | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | | **Intervention** | | | | **Language Development** |
| -Have students count to 10 and write numbers to 10.  -Have students draw 2 hands and write numbers 1-10.  -Have students fill in (Numeral Handwriting Sheets 1-5) (http://www.k5mathteachingresources.com/kindergarten-math-activities.html). | | | | -Anchor chart with number and picture with a number line.  -Trace numbers and have students color in that many in 5 fames boxes in a small group setting.  - Group objects in groups of fives | | | | -Use fewer numbers (0-3)  -Echo count (rote count and 1 to 1 correspondence with objects  -Recognition 1-10 **-**(Poem) Show Me Five Fingers <http://www.k-5mathteachingresources.com/support-files/showme5fingers.pdf> |
| **Assessment(s):**  Teacher calls out a number for students to represent that number with drawings and numeral form. (ie. for number 8, students will draw 8 circles and write the number 8) Students will record in their math journal. | | | | | | | | |
| **Teacher Reflection:** (Next steps?) What went well?  Can the students count to 10?  Can the students represent numbers to 10 with objects to show quantity?  Can the students write/trace the numbers to 10 correctly?  Can the students count on from any number to 10?  Can students trace/write numbers? | | | | | | | | |